

## UP 546 Land Use Policy and Planning

### SYLLABUS<sup>1</sup>

**Class Meetings:** ONLINE-Synchronous; Mondays & Wednesdays, 2:30 PM – 3:50 PM  
(*Zoom meeting links are available through the Illinois Compass course page*)

Instructor: Arnab Chakraborty PhD, Professor and Associate Dean  
[arnab@illinois.edu](mailto:arnab@illinois.edu), 217-244-8728  
Office Hours: Tuesdays, 1:30 pm-2:30 pm ([Zoom](#)) or by appointment

### PURPOSE AND GOALS

The purpose of this course is to explore ideas underlying land use policy and planning, primarily in the United States, both from theoretical and applied perspectives. While techniques for practice of land use planning will be covered, the main focus will be examining why and when land use interventions are appropriate. The course is intended primarily for graduate students in Urban and Regional Planning, but is also open to graduate students with appropriate background and interests from Geography, Information Science, RST, Law, Landscape Architecture, and relevant social sciences. The course assumes that all students have some basic knowledge of local land use planning processes and tools.

The course objectives are to understand the:

1. values and ideas that underlie the practice of land use planning. We will look at the range of values, laws, and interest that drive land use policy and planning. Land use planning has various purposes, and each has its proponents. Public debates about land use planning typically echo the themes covered in this course.
2. variety of approaches to land use policy and planning. We will explore a range of strategies, theories, administrative structures, regulatory and non-regulatory approaches, geographic scope, and jurisdictional scope of land use policy programs. Readings will explore U.S. and international applications, and research on efficacy. Exposure to the wide array of possibilities will help you be more creative in devising solutions to land use dilemmas.
3. contemporary issues and approaches. Readings will cover a range of topics that implicate land use policies including affordable housing, urban informality, climate change, and shrinking cities. Our discussions will critically examine research papers, consider practical applications, and imagine future possibilities for the field.

Land use policy is a broad field and this course does not promise to be a comprehensive exploration of all aspects of land use policy. Rather, the focus will be to stimulate thought and provide you with additional intellectual tools to make you a more knowledgeable and creative professional and/or researcher.

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<sup>1</sup> Syllabus is subject to revision.

## COURSE ORGANIZATION

### Schedule Overview

Mondays		Wednesdays		
1-25	Course Overview	1-27	Land use and Social Values	
2-1	Land Use and Legal Values: Property rights	2-3	Land use and Economic Values; Tax policies and land use policies	
2-8	Environmental Values	2-10	Local Growth, Politics, and Planning	
2-15	Land Use, Race, and Ethnicity	2-17	---No class (Off day) ---	<i>Essay 1 due Friday 2/19 at 5pm</i>
2-22	Federal Lands and Federal Power.	2-24	The “Quiet Revolution”	
3-1	Urban Sprawl: Measurements and debates	3-3	Regional and Local Growth Management —Mid 70s and 1980s	
3-8	State growth management in the 1990s	3-10	Smart Growth, post 2000	
3-15	Regional Planning in the 21 <sup>st</sup> Century	3-17	Scenario Planning for an Uncertain Future	
3-22	<i>*Review Session*</i>	3-24	---No class (Off day) ---	<i>Essay 2 due Friday 3/26 at 5pm</i>
3-29	Land Use in the COVID-19 Era	3-31	Zoning Restrictions and Affordable Housing Production	
4-5	Are Zoning Reforms Coming?	4-7	What Makes a “Great Neighborhood”?	
4-12	Land Use in an Autonomous Future	4-14	Smart Cities and the Sharing Economy	
4-19	Shrinking Cities	4-21	<i>*Review Session*</i>	
4-26	Urban Informality	4-28	Land Use and Climate Change	
5-3	Land Use in 2021 and Beyond	5-5	Course wrap up	
				<i>Essay 3 due Monday 5/10 at 5pm</i>

A detailed list of readings assignments to complete prior to each session is included later in the syllabus. Readings include journal articles, book chapters, professional reports, and actual plan or policy documents. PDF of all readings will be either provided through Compass or are linked in this syllabus.

## FORMAT AND EXPECTATIONS

The course is designed as a synchronous online seminar. This means that we are going to learn and discuss the material together. The instructor will not lecture. Students are expected to do most of the talking. The instructor's role is to provide some context for the topic and then to intervene when necessary, to prompt discussion, to referee, or to bring discussion back to the theme of the day. Expect to read an average of approximately 150 pages per week. You will be expected to complete all the assigned readings, turn in your written reactions in advance, and participate in discussions. Finally, given the relatively small size of the class and to facilitate discussions and feedback, students are expected to **keep their cameras ON** (*if this will be a challenge for you, reach out to the instructor to discuss; please don't simply turn your camera off*).

Student contributions will consist of the following:

**Reading reactions (30% of the final grade):** Prior to each class session, you will submit written reactions to that day's assigned readings. These are expected to be a very brief synthesis (about 150-250 words) of *your* reactions to the overall set of readings for the session (i.e. do not submit summaries of readings or write reactions to every individual piece of reading). Ideas for what you might address include: what you like/dislike about the readings; identify some aspect of the readings that made an impression on you (new fact, enlightening observation, new twist to an old idea, writing style, etc.); or note something you did not understand. You may also include one or two questions you would like to discuss in the class. For full credit, submit your reactions 60 minutes prior to the class session (i.e. by 1:30 PM) on designated Illinois Compass Discussion Board ("Reading Reactions").

**Participation in class discussions (30% of the final grade):** The most important part of this course is your participation. You need to complete the assigned readings and come prepared to offer your opinions, praises, critiques, confusion, excitement, disinterest. To begin the discussion for each reading, the instructor will randomly call on one or two students to share their thoughts on each reading. This initial "ice-breaker" should then stimulate open discussion [please don't just agree with the first speaker's comments!]. Some sessions may involve other interactive activities or guest lectures. Your participation grade will be based on your demonstration of knowledge, thoughtful and relevant contributions, and ability to engage others.

**Integrative essays (30% of the final grade):** Three brief essays are due at designated points during the semester. Essays are intended to integrate some themes related to topics covered during that portion of the course, and an opportunity for you to further explore a topic of interest in greater depth. You should be able to draw significantly on your *reading reactions* to get started with these, including reusing your own prior writing. A goal would be to synthesize relevant ideas and to extend them to address questions that may be of interest to you. You are encouraged to refer to additional articles, plans, and studies in your essays. Each essay is expected to be about 1000 to 1,500 words plus references and any graphics.

**Current events/discussion co-lead (10% of the final grade):** Each student will be assigned two-to-three class sessions to serve as discussion co-lead with the instructor. Discussion co-leading is intended to be a low effort and engaging experience. The assigned student will be responsible for submitting a current news item related the session's topic. "Current" is defined as something preferably published within the last two years. For example, you may find a news article that provides an update regarding a policy under discussion or that presents a controversy or difficult issue in a community with respect to the session's topic. The article/link(s) will be shared through the designated Illinois Compass Discussion Board ("Current Events") at least one day in advance. During the last-third of the class session, the instructor will invite the student to co-facilitate a discussion on the shared article.

## READING ASSIGNMENTS

### 1. January 25: Course Overview

Logic of this course, introductions, and syllabus review.

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## PART I: VALUES

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### 2. January 27: Land Use and Social Values

deNeufville, Judith I. 1981. Land Use, A Tool for Social Policies. PP. 31-47 in J.I. deNeufville, ed., *The Land Use Policy Debate in the United States*. Plenum Press, New York and London.

Jackson, Kenneth T. 1985. "Home Sweet Home," Chapter 3 (pp. 45-72) in *Crabgrass Frontier*, Oxford University Press.

Badger, Emily and Quoctrung Bui, Cities Start to Question an American Ideal: A House With a Yard on Every Lot: <https://www.nytimes.com/interactive/2019/06/18/upshot/cities-across-america-question-single-family-zoning.html>, The New York Times: 6/18/2019

### 3. February 1: Land Use and Legal Values: Property Rights

Platt, Rutherford. Land Use and Society. Chapter 8: Property rights: The owner as planner, pp. 177-235  
Island Press, Washington, DC, 2004.

Freyfogle, Eric. 2007. *On Private Property: Finding Common Ground on the Ownership of Land*, Beacon Press, Boston. Introduction (pp. vii-xxi); Chapter 1 – Correcting the Half-Truths (pp. 1-28); Chapter 4 – Property's Functions and the Right to Develop (pp. 84-104).

### 4. February 3: Land Use and Economic Values: Tax Policies and Land Use Policies

Hagman, Donald, and Misczynski, Dean. 1978. *Windfalls for Wipeouts: Land Value Capture and Compensation*. Chicago: APA Planners Press. Executive Summary.

Alterman, R. (2012). Land use regulations and property values: The 'Windfalls Capture' idea revisited. *Chapter in: 'The Oxford Handbook of Urban Economics and Planning'* (Nancy Brooks, Kieran Donaghy, and Gerrit-Jan Knaap, eds.) pp, 755-786.

Kim, Jae Hong. 2011 Linking Land Use Planning and Regulation to Economic Development: A Literature Review. *Journal of Planning Literature* 26(1): 35-47.

[Additional Suggested Readings: Dye, Richard F., and Richard W. England. 2010. *Assessing the Theory and Practice of Land Value Taxation*. Lincoln Institute of Land Policy, Cambridge MA, 32 pp.]

### 5. February 8: Land Use and Environmental Values

Design with nature. Ian McHarg, John Wiley & Sons, 1992 (originally 1969), Chapter 8: A response of values, pp. 79-94; Chapter 13: The metropolitan region, pp. 153-162

Ethical Land Use: Principles of Policy and Planning. Timothy Beatley, The Johns Hopkins University Press, Baltimore, MD, 1994. Chapter 2: The nature of ethical discourse about land use, Chapter 3: Utilitarian and market perspectives about land use, pp. 18-53

Wilson, B., & Chakraborty, A. (2013). The environmental impacts of sprawl: emergent themes from the past decade of planning research. *Sustainability*, 5(8), 3302-3327.

#### **6. February 10: Local Growth, Politics, and Planning Structures**

Molotch, Harvey. "The city as a growth machine: Toward a political economy of place." *American journal of sociology* 82.2 (1976): 309-332.

Platt, R., Chapter 8: The Tapestry of Local Governments pp. 173-190. *Land Use and Society*, Island Press, Washington, DC., 2014.

Fulton, W. Chapter 4: The Structure of Planning Decision Making; Part 1: Local Governments pp. 67-79, Chapter 5: The Structure of Planning Decision Making; Part 2: Other players in the planning process pp. 81-99, In *The Guide to California Planning*. Solano Press. 2005.

#### **7. February 15: Land Use, Race, and Ethnicity**

Briggs, Xavier de Souza. 2005. "More *Pluribus*, Less *Unum*? The Changing Geography of Race and Opportunity." Chapter 2 (pp. 17-41) in Briggs, S. ed., *The Geography of Opportunity: Race and Housing Choice in Metropolitan America*. Brookings Institution, Washington, D.C.

Harwood, Stacy. 2005. "Struggling to Embrace Difference in Land-Use Decision Making in Multicultural Communities," *Planning Practice and Research* 20(4):355-371.

Jackson, Kenneth. "Gentleman's agreement: discrimination in metropolitan America." Bruce Katz (Eds) *Reflections on regionalism* (2000): 185-217. Brookings Institution Press, Washington DC

[Suggested Additional Reading: Aiken, Charles S. 1987. Race as a Factor in Municipal Underbounding," *Annals of the Association of American Geographers*, 77(4): 564-579.]

#### **8. February 17: No Class: UIUC Day OFF**

\*\*\*Essay 1 due Friday 2/19 at 5pm\*\*\*

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### **PART II: EVOLUTION OF LAND USE POLICIES**

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#### **9. February 22: Federal Lands and Federal Power**

Platt, Rutherford H. 2004. *Land Use and Society*. Island Press, Washington, D.C.  
Chapter 11 – Land Programs: Regional, State, and Federal, *The Federal Lands: Policies in Conflict*, pp. 335-367; Chapter 12 -- Congress and the Metropolitan Environment, pp. 368-417

Layzer, Judith A. 2002. *The Environmental Case: Translating Values into Policy*. CQ Press, Washington, D.C.  
Chapter 2 – The Nation Tackles Pollution, pp. 25-51.

### **10. February 24: The “Quiet Revolution”**

- Bosselman, F., and Callies, D. 1971. *The Quiet Revolution in Land Use Control: Summary Report*. Prepared for the Council on Environmental Quality. Pages 1-34.
- Nolon, John R. 1996. National Land Use Planning: Revisiting Senator Jackson’s 1970 Policy Act. *Land Use Law and Zoning Digest*, 48(5): 3-7.
- Burby, R. J., & Dalton, L. C. (1994). Plans can matter! The role of land use plans and state planning mandates in limiting the development of hazardous areas. *Public administration review*, 229-238.

### **11. March 1: Urban Sprawl: Measurements and debates**

- Burchell, Robert W., et al. 1998. *The Costs of Sprawl -- Revisited*. Transportation Research Board, National Research Council. National Academy Press. Section 1.
- Galster, G., Hanson, R., Ratcliffe, M. R., Wolman, H., Coleman, S., & Freihage, J. (2001). Wrestling sprawl to the ground: defining and measuring an elusive concept. *Housing policy debate*, 12(4), 681-717.
- Handy, Susan. 2005. “Smart Growth and the Transportation–Land Use Connection: What Does the Research Tell Us?” *International Regional Science Review* 28, 2: 146–167.
- Brueckner, J. K. (2000). Urban sprawl: diagnosis and remedies. *International regional science review*, 23(2), 160-171.

### **12. March 3: Regional and Local Growth Management —Mid 70s and 1980s**

- Porter, D. R., Managing growth in America’s communities. Chapters 3: Managing community expansion: Where to grow, pp. 65-112, Chapter 4: Protecting Environmental and Natural Resources: Where not to grow, pp. 113-146, and Chapter 5: Supporting Growth by Managing Infrastructure Development, pp. 147-178 Island Press, Washington, DC. 2008
- Kelly, Eric D. 1993. *Managing Community Growth: Policies, Techniques, and Impacts*. Praeger, Westport, Conn. (CPX 307.14160973K295M); Chapter 4 -- Types of Contemporary Growth Management Regulations, pp. 43-71; Chapter 11 -- Is Growth Management a Good Idea? pp. 207-224.

### **13. March 8: State and Regional Growth Management in the 1990s**

- Gale, Dennis E. 1992. "Eight State-Sponsored Growth Management Programs, A Comparative Analysis." *Journal of the American Planning Association* 58(4):425-439.
- Song, Y., & Knaap, G. J. (2004). Measuring urban form: Is Portland winning the war on sprawl? *Journal of the American Planning Association*, 70(2), 210-225.
- Innes, Judith E. 1992. "Group Processes and the Social Construction of Growth Management." *Journal of the American Planning Association* 58(4):440-453.

**14. March 10: “Smart Growth”, post-2000s**

United States. Environmental Protection Agency. Development, et al. *Getting to Smart Growth: 100 policies for implementation*. International City/County Management Association (ICMA) and Smart Growth Network, 2002. (SKIM ONLY)

Knaap, Gerrit-Jan, and John W. Frece. 2007. “Smart Growth in Maryland: Looking Forward and Looking Back,” *Idaho Law Review* 43:445-473.

Downs, A. (2005). Smart growth: Why we discuss it more than we do it. *Journal of the American Planning Association*, 71(4), 367-378.

[Suggested Additional Reading: Gerrit-Jan Knaap, Rebecca Lewis, Arnab Chakraborty, Katy June-Friesen (2020), *Smart Growth: A Bibliography*, Oxford, Urban Studies, DOI: 10.1093/OBO/9780190922481-0017]

**15. March 15: Regional planning in the 21<sup>st</sup> century**

Seltzer, Ethan, and Armando Carbonell, Editors. 2011. *Regional Planning in America: Practice and Prospect*. Lincoln Institute of Land Policy, Cambridge MA. Chapter 3 – Foster, Kathryn A., A Region of One’s Own (pp. 53-80); Chapter 7 – Knaap, Gerrit-Jan and Rebecca Lewis, Regional Planning for Sustainability and Hegemony of Metropolitan Regionalism (pp. 176-221).

Allred, D., & Chakraborty, A. (2015). Do Local Development Outcomes Follow Voluntary Regional Plans? Evidence From Sacramento Region's Blueprint Plan. *Journal of the American Planning Association*, 81(2), 104-120.

**16. March 17: Scenario Planning for Land Use Policy**

Klosterman, R. E. (2013). Lessons learned about planning: Forecasting, participation, and technology. *Journal of the American Planning Association*, 79(2), 161-169.

Chakraborty, A., & McMillan, A. (2015). Scenario planning for urban planners: Toward a practitioner's guide. *Journal of the American Planning Association*, 81(1), 18-29.

Goodspeed, R. Scenario planning: embracing uncertainty to make better decisions. Policy Brief, Lincoln Institute of Land Policy, 2019.

**17. March 22: Review Session**: Time for independent work, no class meeting.

Suggested readings:

Checkout APA’s knowledge-base for more resources on scenario planning.

<https://www.planning.org/knowledgebase/scenarioplanning/>

Also, checkout USEPA’s Smart Growth portal for resources on more policies and assessment tools: <https://www.epa.gov/smartgrowth/smart-growth-publications#smart>

**18. March 24: No Class: UIUC Day OFF**

\*\*\*Essay 2 due Friday 3/26 at 5pm\*\*\*

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### **PART III – CONTEMPORARY ISSUES AND APPROACHES**

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#### **19. March 29: Land Use in the COVID-19 Era**

Florida, Richard, Andres Rodriguez-Pose, and Michael Storper. "Cities in a post-COVID world." *Papers in Evolutionary Economic Geography (PEEG)* 2041 (2020).

Millett, Gregorio A., et al. "Assessing differential impacts of COVID-19 on black communities." *Annals of epidemiology* 47 (2020): 37-44.

Hamidi, Shima, Sadegh Sabouri, and Reid Ewing. "Does density aggravate the COVID-19 pandemic? Early findings and lessons for planners." *Journal of the American Planning Association* 86.4 (2020): 495-509.

#### **20. March 31: Zoning Restrictions and Affordable Housing Production**

Glaeser, E. L., & Gyourko, J. (2002). The impact of zoning on housing affordability (No. w8835). National Bureau of Economic Research.

Chakraborty, A., & McMillan, A. (2018). Is Housing Diversity Good for Community Stability?: Evidence from the Housing Crisis. *Journal of Planning Education and Research*, 0739456X18810787.

Schwartz, Heather L., Liisa Ecola, Kristin J. Leuschner, and Aaron Kofner, *Is Inclusionary Zoning Inclusionary? A Guide for Practitioners*. Santa Monica, CA: RAND Corporation, 2012.

#### **21. April 5: Are Zoning Reforms Coming?**

Michael Manville, Paavo Monkkonen & Michael Lens; Viewpoint: It's Time to End Single-Family Zoning, *Journal of the American Planning Association* (2020)

Comments on Manville et al. (2020): Searle et al.; Yerena; Chakraborty; Kendig; Knaap and Finio; Etienne.

Handy, Susan, James F. Sallis, Deanne Weber, Ed Maibach, and Marla Hollander. 2008. Is Support for Traditionally Designed Communities Growing? Evidence from Two National Surveys. *Journal of the American Planning Association* 74(2):209-221.

Hirt, Sonia. 2012. Mixed Use by Default: How the Europeans (Don't) Zone. *Journal of Planning Literature* 27(4):375-393.

#### **22. April 7: What Makes a "Great Neighborhood"?**

Talen, Emily; Sunny Menozzi, and Chloe Schaefer. 2015. "What is a 'Great Neighborhood'? An Analysis of APA's Top-Rated Places," *Journal of the American Planning Association* 81(2):121-141.

Responses/Comments by:

James M. Drinan 81(2):141-142; Rachel G. Bratt 81(3): 230-232; Kurt Paulsen 81(3): 232-233; Kirk McClure 81(3): 233-234; David R. Godschalk 81(3): 235



Emily Talen, Sunny Menozzi, and Chloe Schaefer 81(3): 235-236

### **23. April 12: Land Use in an Autonomous Future**

Freemark, Y., Hudson, A., & Zhao, J. (2019). Are cities prepared for autonomous vehicles? Planning for technological change by US local governments. *Journal of the American Planning Association*, 85(2), 133-151.

Chatman, Daniel G., PhD Moran, Marcel, *Autonomous Vehicles in the United States: Understanding Why and How Cities and Regions Are Responding*, <https://escholarship.org/uc/item/29n5w2jk> 2019-08-01, UC Office of the President

Jeremy Crute, William Riggs, AICP, Timothy Chapin, Lindsay Stevens, AICP *Planning for Autonomous Mobility*; PAS Report 592

### **24. April 14: Smart Cities and the Sharing Economy**

Albino, V., Berardi, U., & Dangelico, R. M. (2015). Smart cities: Definitions, dimensions, performance, and initiatives. *Journal of Urban Technology*, 22(1), 3-21.

Goodspeed, R. (2015). Smart cities: moving beyond urban cybernetics to tackle wicked problems. *Cambridge Journal of Regions, Economy and Society*, 8(1), 79-92.

Gurran, N., & Phibbs, P. (2017). When tourists move in: how should urban planners respond to Airbnb? *Journal of the American Planning Association*, 83(1), 80-92.

### **25. April 19: Shrinking Cities**

Hollander, Justin B., Karina Pallagst, Terry Schwarz, and Frank B. Popper. 2009. Planning shrinking cities. Pages 223-232 in Blanco, Hilda and Martina Alberti, Shaken, hot, impoverished and informal: Emerging research agendas in planning. *Progress in Planning* 72:195-250.

Schilling, Joseph, and Jonathan Logan. 2008. Greening the Rust Belt: A Green Infrastructure Model for Right Sizing America's Shrinking Cities. *Journal of the American Planning Association* 74(4): 451-466.

Alexander, Frank S. 2015. *Land Banks and Land Banking*, 2<sup>nd</sup> edition. Center for Community Progress, Flint, Michigan. Read Chapters 1-2, pages 14-27.

### **26. April 21: Review Session:** Time for independent work, no class meeting.

Suggested reading(s):

Checkout <https://www.biophilicities.org/covid19-research> for community efforts that are trying to foster activities in nature.

Also, check this out about an early article about scenario planning application in pandemic preparation: <https://www.csis.org/analysis/we-predicted-coronavirus-pandemic-heres-what-policy-makers-could-have-seen-coming>

### **27. April 26: Urban Informality**

Roy, A. (2005). Urban informality: toward an epistemology of planning. *Journal of the American Planning Association*, 71(2), 147-158.

Biderman, C. (2008). Informality in Brazil: Does urban land use and building regulation matter. *Journal: Land Lines*, 20, 14-19.

Wu, F., Zhang, F., & Webster, C. (2013). Informality and the development and demolition of urban villages in the Chinese peri-urban area. *Urban Studies*, 50(10), 1919-1934.

Bai, Xuemei, et al. "Cities: build networks and share plans to emerge stronger from COVID-19." (2020): 517-520.

### **28. April 28: Land Use and Climate Change**

Wheeler, Stephen M., John Randolph, and James B. London. 2009. Planning and climate change: an emerging research agenda. Pages 210-222 in Blanco, Hilda and Martina Alberti, Shaken, shrinking, hot, impoverished and informal: Emerging research agendas in planning. *Progress in Planning* 72:195-250.

Bassett, Ellen, and Vivek Shandas. 2010. Innovation and Climate Action Planning: Perspectives From Municipal Plans. *Journal of the American Planning Association* 76(4): 435-445.

Wilhelmi, O. V., & Hayden, M. H. 2010. Connecting people and place: a new framework for reducing urban vulnerability to extreme heat. *Environmental Research Letters*, 5(1), 014021.

### **29. May 3: Land Use in 2021 and Beyond**

Goetz, Edward G., Rashad A. Williams, and Anthony Damiano. "Whiteness and urban planning." *Journal of the American Planning Association* 86.2 (2020): 142-156.

[Additional readings TBD – student suggestions welcome.]

### **30. May 5: Course Wrap up**

\*\*\*Essay 3 due Monday 5/10 at 5pm\*\*\*

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Please note:

- Additional suggested readings are intended to provide students more information or a deeper dive into the session's topic. Students are encouraged to suggest interesting articles or information about any related topic through the Illinois Compass Discussion Board.
- Review sessions are intended to be time for independent work and for catching up. There will be no class meetings on those dates. Suggested readings included for those sessions attempt to link themes from multiple sessions.
- Some class sessions will include guest speakers and activities around the day's topic. Additional information will be provided as they become available.

## COURSE POLICIES AND RESOURCES

**Readings:** All readings will be available through the Illinois Compass website or are accessible through hyperlinks on the syllabus: <https://compass2g.illinois.edu>. Some files may require VPN when off campus (<https://techservices.illinois.edu/services/virtual-private-networking-vpn/details>). Assistance with navigating Compass 2g is available here: <http://ondemand.blackboard.com/students.htm>

**Deadlines and grades:** Please note the deadlines for all submissions. I recommend adding these to your calendar. Late submission will incur an initial 10% penalty and additional 10% penalty for every 24 hours thereafter. Late submission penalty may be waived in certain situations, such as for sudden and/or severe illness or family crisis. Please let the instructor know about any possible delays as early as possible. Final grades will be assigned as follows:

GRADE	TOTAL PTS	GRAD E	TOTAL PTS	GRAD E	TOTAL PTS
A+	98 to 100	B	84 to 87	C-	71 to 73
A	94 to 97	B-	81 to 83	D+	68 to 70
A-	91 to 93	C+	78 to 80	D	64 to 67
B+	88 to 90	C	74 to 77	D	61 to 63
				F	<60

**Counselling Center:** Resources are available on campus if you find yourself in need of mental or emotional support. The Counseling Center (<https://counselingcenter.illinois.edu/>) is committed to providing a range of services intended to help students develop improved coping skills in order to address emotional, interpersonal, and academic concerns. The Counseling Center provides individual, couples, and group counseling. All of these services are paid for through the health services fee. The Counseling Center offers primarily short-term counseling, but they do also provide referrals to the community when students could benefit from longer term services.

**Disability Services:** This course will accommodate students with documented disabilities. Please refer to the Disability Resource Guide (<http://disability.illinois.edu/disability-resource-guide>) for more information and inform the instructor of any requests at the beginning of the semester.

**Diversity:** The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires. By enrolling a course in the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs. We will be governed by the University Student Code. Please see the Student Code Article 1—Student Rights and Responsibilities for further details.

**Academic Integrity:** Please be aware of the university guidelines regarding academic integrity, which can be found under Article 1, Part 4 of the student code (<https://studentcode.illinois.edu>). Academic dishonesty includes such things as cheating, inappropriate use of university equipment/material, fabrication of information, plagiarism (presenting someone else's work from any source as your own such as copying someone else's post), and so on. All forms of academic dishonesty will be reported to the student's home department and the College of Fine and Applied Arts.

**Irregular Attendance:** Class attendance is expected of all students at the University of Illinois, however instructors must reasonably accommodate a student's religious beliefs, observances, and practices in regard to class attendance and work requirements if the student informs his or her instructor of the conflict within one week after being informed of the attendance or work requirements. It is the instructor's decision as to when a student's absences become excessive and should be reported. If in the opinion of an instructor the attendance of a student becomes so irregular that his or her scholarship is likely to be impaired, the instructor may submit an [irregular attendance form](#) to the Associate Dean of the student's college. A copy is forwarded to the student, who should contact the instructor immediately to work out a solution. If irregular attendance continues without excuse, the instructor may request the student be withdrawn from the course. This request for withdrawal would result in a grade of E for the course. Extenuating circumstances will always be considered when supporting evidence is presented. See [Rule 1-501](#) and [Rule 1-502](#) in the Student Code for more information.

**Software:** Software used in this course are accessible to students through DURP Remote server: <https://static.ics.illinois.edu/remote-list/>. Software are also available from [AnyWare](#), a virtual desktop environment allowing student to access licensed software whether remote, on campus, or in class. Some software are available for free download for students ([Adobe Cloud](#), [Office 365](#)).